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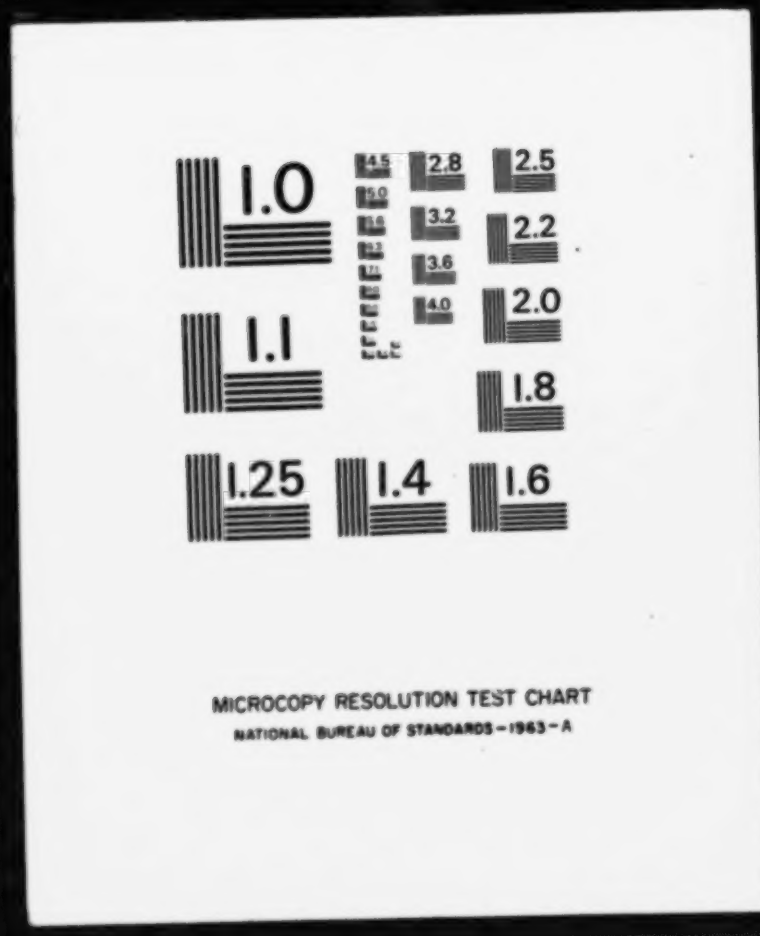

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The University of Texas Latin America Curriculum Project's survey of instructional materials for elementary and secondary schools revealed specific strengths and weaknesses at all levels. The particular weaknesses found in elementary materials were that (1) instructional materials varied widely in type and quality; and (2) textbooks emphasized physical geography rather than cultural or social background, gave little in-depth knowledge of any one area, emphasized nontypical countries, indiscriminately included names and dates, were overly general about contemporary problems, emphasized recall of facts rather than reasoning, and made little attempt to relate new material to the student's known world. On the positive side, the survey discovered many books and pamphlets available for the elementary grades, as well as some teaching units and visual aids. At the secondary level, the project found that textbooks tended either to lose sight of Latin America in a world picture or to consider only the area's relationship with the United States from 1890 to the 1930's. Bibliographies of supplementary books and pamphlets, some satisfactory teaching units, and film strips were found to be available for use at this level. The use of current events media, although frequently biased, was recommended for use in secondary classrooms over a period of time to develop an in-depth understanding of one area. (LH)

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THE TREATMENT OF LATIN AMERICA IN SOCIAL STUDIES

INSTRUCTIONAL MATERIALS

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Clark C. Gill and William B. Conroy (on leave 1967-68), Directors

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TABLE OF CONTENTS

Foreword i

Part I: Elementary Materials 1

Textbooks 2

Books and Pamphlets for Children 13

Visual Aids and Teaching Units 16

Films and Filmstrips 19

Part II: Secondary Materials 20

Textbooks 21

Supplementary Books and Pamphlets 30

Current Events Media 33

Teaching Units 37

Films and Filmstrips 38

Part III: A Selected Bibliography for the Teacher . 38

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.

FOREWORD

This is the fifth in a series of bulletins of the Latin American Curriculum Project of The University of Texas. Previous bulletins are:

Teaching about Latin America in the Elementary School: An Annotated Guide to Instructional Resources, Bulletin No. 1 (1967)

Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, Bulletin No. 2 (1967)

The Social Scientists Look at Latin America: Six Position Papers, Bulletin No. 3 (1967)

Key Ideas about Latin America, Bulletin No. 4 (1967)

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The preparation of this bulletin is based largely on research of two graduate students: Maureen O'Leary, who examined elementary materials; and Stiles Seay, who surveyed the secondary materials. The materials on Latin America are

so voluminous that only a selected sampling is covered. From this limited survey, it is possible to identify specific strengths and weaknesses and to suggest areas in possible need of reinforcement that may be helpful to teachers and publishers.

Much of the data presented is based on an examination of textbooks, which in turn reflect to a large extent the prevailing curriculum offerings. If the textbooks fail in helping the pupil develop a balanced, comprehensive view of Latin America as one of the world's most important cultural regions, the fault may really lie in the scope and sequence patterns of current curriculums which show little agreement on a defensible formula for developing understanding of a cultural area.

Some of the deficiencies of current materials will be used as the basis for further developments in the Latin American Curriculum Project. For example, at the primary level much more could be done to inject an international dimension into the study of families, schools, and communities. At the intermediate grade levels the study of Latin America could be broadened to a multi-discipline approach, thereby lessening the present emphasis on physical geography. Depth studies of selected countries, regions, and topics may alleviate the present criticisms of too much generality and superficiality.

At the high school level much more could be done to develop an understanding of Latin America as a cultural unit, important in its own right and not merely as an extension of Europe or the United States. Recent developments in Latin America, particularly since World War II, are a blind spot in the social studies curriculum, inadequately covered by textbooks or current events media. Possibly an elective course on contemporary Latin American problems can serve as a useful capstone of studies begun in early grades and developed progressively and cumulatively through the senior high school.

New materials, including translations and adaptations from Latin American authors, will add depth, authenticity, and realism to our present curriculum. Herein the Latin American Curriculum Project will attempt to make some contribution, but resourceful teachers need not await the appearance of new materials; the suggestions in this bulletin should help them seek out or develop their own.

Clark C. Gill, Director

THE TREATMENT OF LATIN AMERICA IN SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Part I: Elementary Materials

Instructional materials on Latin America are available in great number and variety. These range from supplementary pamphlets and fiction books to picture albums and display exhibits. A recent publication of the Latin American Curriculum Project, Teaching about Latin America in the Elementary School: An Annotated Guide to Instructional Resources, can serve as a reference to current materials available for both pupil and teacher. (See Foreword, p. i.)

Since the resourceful teacher should have little difficulty in obtaining teaching media on Latin America, a more pressing concern will be the suitability of available materials for her own particular classroom needs. The following discussion of current instructional materials should aid the teacher in resolving this problem.

TEXTBOOKS

Despite a recent trend toward the multi-media approach in social studies teaching, the textbook remains the basic source of information for pupils. Certainly the many advantages of textbook use in the classroom cannot be overlooked. However, textbooks are not without deficiencies, and it is important to be aware of these.

Recently the Latin American Curriculum Project made an analysis of the treatment of Latin America in selected elementary social studies textbooks. Nine books were examined, all on the upper intermediate grade level (5th and 6th grades). Each book's scope is the entire Western Hemisphere. In general, these textbooks have several commendable features. Information is given accurately; maps are plentiful and well-done; extensive use is made of photographs which serve well to show the diversity within Latin America. However, these textbooks are also deficient in many respects, some of which are discussed briefly below.

1. <u>Greater emphasis is placed on physical geography than on cultural geography or any other area of the social sciences</u>.

A 1965 report by Perrone on the image of Latin America in American school textbooks noted that, "Geographical concentration represents the largest percentage of the

elementary textbook space relating to Latin America."[1] Although the physical features of Latin America are presented accurately, there seems to be little attempt to correlate the physical base to the way of life of the people. Several texts seem to adhere to the idea that learning major landforms, resources and crops, and capital cities will give an American youngster an adequate knowledge of Latin America.

2. Much of the narrative gives the student little in-depth knowledge of any one area in Latin America.

These books devote, on the average, 100 pages to the entire geographic area of Latin America, with the result that the narrative tends to "skim the surface" in its coverage. This same criticism was made over twenty years ago by the Committee on the Study of Teaching Materials on Inter-American Subjects of the American Council on Education:

> "Furthermore, many books are built upon the principle that it is better to mention a topic with even a brief unsupported generality, than to omit it. For this reason many books are unfortunately akin to diluted encyclopedias."[2]

Perrone's study also pointed out this shortcoming: "There is still much meaningless material in the elementary textbooks

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[1]Vito Perrone, Image of Latin America: A Study of American School Textbooks and School Children, Grades Two Through Twelve, (Marquette, Michigan: Northern Michigan University, 1965), p. 26.

[2]Latin America in School and College Teaching Materials, (Washington, D. C.: American Council on Education, 1944), p. 216.

which should be replaced by something of substance; if not replaced, then possibly deleted. It is meaningless because it is superficial to the extreme. This is caused by efforts to say something about a nation that is understandable to children, in the space of a short paragraph."[3]

3. Countries receiving the greatest emphasis are not representative of Latin America as a whole.

Of the individual Latin American countries, Mexico and Brazil receive the most extensive treatment, indicating that the rationale used for country emphasis involves both size and degree of development, for these countries are the largest and among the most highly developed. The appropriateness of choosing only such countries for emphasis seems open to question, since these are not necessarily representative of the conditions existing in the majority of Latin America's countries.

4. Names and dates often seem to be included indiscriminately.

There is a wide range of dates included in the texts, the number varying from zero to eighty-nine, with a median of ten. Of those books which include dates (seven out of the nine examined), no one single date is found in all of them. There does not seem to be any kind of criterion for the selection of dates to be included; no pattern of significant events with their identifying dates can be found.

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[3]Perrone, p. 25-26.

The number of names included also varies greatly, ranging from zero to fifty-two, with a median of nine. Of the fifteen names mentioned most frequently in the textbooks, only Porfirio Díaz and Fidel Castro belong to the 20th century. (Díaz only nominally so, since the greater extent of his regime was in the last quarter of the 19th century). All books are 1960, or later, editions, yet only three mention leaders in Latin American countries since the Second World War.

5. <u>Although contemporary problems are mentioned, the narrative is very generalized</u>.

All textbooks contain some generalized narrative on the problems which Latin America is now facing. Emphasis is placed on its inadequate transportation and communication systems and the natural barriers, such as the Andes mountains and the jungle regions, which hamper development of these systems. There is also some discussion of recent efforts by various countries to improve educational facilities, health standards, and living conditions. Perhaps these problems could be presented to children in a more realistic way by being more specific. For instance, all textbooks include a brief presentation of Rio de Janeiro as a gleaming modern city with vast expanses of beaches, a bustling harbor, and surrounding green hillsides. Eight out of the nine books show a panoramic view of Rio's harbor with Sugarloaf Mountain in the background. However, no book mentions the existence of slums, although

about one million people live in favelas skirting Rio. The closest which any pupil would come to seeing the "other side of the coin" of this particular situation would be in two brief statements:

> Some of the city is hilly and there are some narrow streets and old buildings

and

> Rio de Janeiro . . . has many fine modern buildings. . . . But thousands of homes are perched on hillsides or are located in the valleys that run back between the mountains.

The same lack of realism can be found for other topics, such as farming. Of the nine textbooks, the most "realistic" description of a peasant farmer's adobe home is the following:

> Many of the farm houses have only two rooms. In this pleasant climate the people do much of their work outdoors. They work in their patios, which are small enclosed yards.

Just how "realistic" material for this age group should be is certainly debatable. The point being stressed here, however, is that if texts are going to introduce living problems, then why not discuss them in concrete terms that could be more readily grasped by young readers?

6. In many texts introductory sections ignore a basic idea of good teaching, namely, moving from the known world of the child to the unknown.

One significant aspect of any textbook for children is the way it introduces its subject matter. What is first presented to the student entering a new realm of knowledge?

How does the introductory material motivate the pupil? Strang, McCullough, and Traxler have noted the tendency of social studies writers to fall short of the ideal of arousing pupil interest:

> Most seem to assume that the reader is an ardent historian or geographer who needs no motivation and no guidance in journeying from his known world into the strange territories dealt with in the book. [4]

The following introductory sections on Latin America tend to support the validity of their statement.

In one text: The pupil is told to imagine he is making a trip south from Florida.

> We find warmer weather because we are traveling toward the tropical region of the world. Between Florida and Cuba we cross the Tropic of Cancer. . . . The Tropic of Cancer is a parallel of latitude 23-1/2 degrees north of the equator. There is another special parallel across South America called the Tropic of Capricorn. It is 23-1/2 degrees south.

Other introductory sections read as follows:

> The Mexicans speak of their land as a somewhat twisted triangle. Its base rests against the United States and its ragged tip points southward to Central America. The outstanding feature of Mexico is its mountainous region, a southern extension of our Western Highlands. Right through central Mexico runs a high broad plateau, with rolling hills and mountain ranges in its central and northern parts. To the north, this plateau is about 4000 feet above sea level, and at Mexico City, which is in its southern part, the elevation is over 7400.

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[4] Ruth Strang, Constance McCullough, and Arthur Traxler, The Improvement of Reading, (New York: McGraw-Hill Book Company, Inc., 1961), p. 143.

> Mexico is south of the United States on the continent of North America. Mexico has about three times as much land as the state of Texas. . . . You will see that Mexico touches four states in the southwestern part of the United States--Texas, New Mexico, Arizona, and California. The Rio Grande forms the border with Texas for about half of Mexico's width.
>
> Until 1848 Mexico was much larger than it is now. It reached northward to include our states of California, Nevada, Utah, Colorado, Arizona, and New Mexico. In much of this area, mountains rise above broad stretches of desert-like land, where scrubby pinon pines, tough clump grasses, sage-brush, and cactus grow. The northern part of Mexico today looks much like this.

It would seem that such introductory statements, with their emphasis on location and physical description would serve to stifle, rather than stimulate, pupil interest in the subject matter.

Three texts introduce Latin America from a historical viewpoint, two dealing with its settlement by Europeans from Portugal and Spain, one describing the southward journey of Aztec Indians "searching for a better place in which to live." In one the introduction focuses on historical drama:

> Suddenly the clang of the church bell broke the silence of the September night. The startled Indians tumbled from their beds.[5] They hurried to the village church. "Why is Father Hidalgo ringing the bell?" they asked. Soon they heard his clear voice calling, "Long live Mexico! Death to bad government!" Father Hidalgo's call on that September night in 1810 began a revolution which brought about Mexico's independence.

---

[5]A historical inaccuracy, since then--and even now--beds were not common furniture for Indians.

Only one book in its introductory section calls upon the pupils to respond to the material before them. Pictures of various activities in Middle America are presented--children with a piñata, a worker on a banana plantation, calypso dancers, children playing hide-and-seek among Mayan ruins--Middle America is defined in the accompanying narrative, then the pupils are drawn into the discussion:

> Where in Middle America do you think you might see the scenes pictured on these two pages? What are the people in the pictures doing? What do you see that reminds you of the days when Indians were the only people in Middle America?

7. Little emphasis is placed in the teaching aids on using questions or other activities for the pupil which involve greater reasoning than that required in recall of facts.

In addition to simple recall (the retelling of factual information based primarily on "who," "what," "when," and "where," type questions) questions are needed to develop the pupil's ability to make valid judgments and draw conclusions, challenging him to use higher cognitive abilities. In these textbooks, types of questions range from word matching and sentence completion exercises for vocabulary study (e.g., "Mexico's large farms are called haciendas;" "Terrible storms called _____ sometimes whip across the West Indies.") to more sophisticated problems of inquiry (e.g., "If you were going to build an automobile factory in Mexico, what location would you choose? What problems would

you face? How could you solve them?"). The amount of emphasis placed upon use of reasoning abilities is varied.

The topic of Brazil's population distribution will serve to illustrate this point. Eight out of nine texts discuss the heavy concentrations of population along the coast and note the existence of vast areas of sparsely settled interior lands. Yet only three textbooks challenge the pupil to utilize learned factual information on these regions to explain why this uneven population exists.

One text refers the student to a population map in asking

> What parts of the continent have very few people? Why do you think the northern lowlands and the southern highlands are sparsely populated?

Another asks "Why is so much of Brazil still unsettled?" and then leads the student to make predictions by posing

> Do you think that the people of Brazil will ever tame all of their jungle lands and build homes there? Why?

Similarly a third book also demands that the pupil assimilate information in making thoughtful predictions:

> What changes in the population patterns of Brazil do you think will come in the next half century? Give reasons for your answer.

In other texts nothing more is demanded of the pupil on this topic than recall of facts. For instance, "What parts of Brazil are known as frontier lands?" Or, in another text, "Though Brazil has a population of sixty-six million people, most of the country is thinly populated. Explain this."

The answer given in the teacher's edition is "Almost everyone lives within 400 or 500 miles of the seacoast."

Also, there is a tendency at times to oversimplify complex ideas and thus distort them. For instance, in one text the pupil is asked, "Where would you go in South America if you wanted to buy aluminum?" The correct answer given in the teacher's edition is "Surinam." The child is thus led astray on two counts: first, because Surinam is certainly not the only place in South America where aluminum can be purchased, and second, because Surinam is itself actually a source of the raw material, bauxite, from which aluminum is made, and not the finished product.

In general, the major portion of questions requires the pupil to recall information given within the accompanying narrative. Questions such as "What are three kinds of climate in Middle America?", "What are Mexico's chief exports?", "Why did the Spanish come to the New World?", "What are the most important mineral resources of Brazil?" are typical throughout these books. The pupil is given few opportunities to assimilate relevant data and make inferences for himself.

If a pupil relied on text information alone, it is entirely possible that he could be well into high school without having any understanding of how and why Latin America was settled in particular ways, factors influencing its

development, attitudes and beliefs of its people, and present living conditions. Thus the need to use a variety of instructional materials can be seen.

BOOKS AND PAMPHLETS FOR CHILDREN

Many fine books on Latin America, both fiction and non-fiction, are being published at the present time. It would be impossible in this limited space to discuss all of them. Therefore only a very brief sampling will be given in the hope that it will entice the teacher to explore further on her own. As previously mentioned in the Foreword, an up-to-date annotated bibliography on materials for the elementary level has recently been published by the Latin American Curriculum Project.

At the primary level there are books dealing with folk tales and legends, daily life activities of contemporary Latin American youngsters, and humorous and adventure stories of family life. Outstanding examples at this level include:

Parana, Boy of the Amazon by Francis Maziere
Our Neighbors in Peru by John C. and Elsie Caldwell
Ride the Cold Wind by Anico Surany
Tiá Marie's Garden by Ann Nolan Clark
The Poppy Seeds by Clyde Bulla
Stories from Mexico by Edward and Marguerite Dolch

At the intermediate level there is an even greater selection. Several up-to-date series provide photographically illustrated factual material on historical, geographical, and cultural factors influencing Latin American countries today. Typical titles in these series are:

Let's Visit Argentina (published by the John Day Company)
The First Book of Mexico (published by Franklin Watts, Inc.)
Getting to Know Venezuela (published by Coward-McCann)

Other good non-fiction books can be found on Indian civilizations, Latin American geography, and biographies of outstanding leaders. Most children should thoroughly enjoy reading the edited version of The Fall of the Aztecs by Bernal Diaz del Castillo, published by St. Martin's Press. This is a fascinating easily-read condensation of the manuscript of a foot soldier in Cortes' army and includes illustrations from Indian pictograph records.

In the fiction field the number and variety of books is also encouraging. Quite a few historical fiction books are available, also adventure, mystery, and humorous tales. Highly recommended are:

We Were There with Cortes and Montezuma by Benjamin Appel
Secret of the Andes by Ann Nolan Clark
The Piece of Fire and Other Haitian Tales by Harold Courlander
Juan of Paricutín by Marion Isabelle Whitney
The King of the Mountains: A Treasury of Latin American Folk Stories by M. A. Jagendorf and R. S. Boggs

Teachers should avoid recommending to their pupils books which portray false stereotypes of Latin American life--for example, the idea that all Latin Americans live in adobe cottages in villages, or that all of northern Brazil is a vast jungle. It is possible to provide a well-balanced reading program on Latin America without subjecting children to literature which is inferior, either factually or stylistically.

An excellent source of printed materials is the Pan American Union, from which inexpensive booklets (10¢-25¢) can be obtained. Topics include individual countries, Latin American leaders, Indian groups, and natural resources. Since some of these booklets are not up-to-date, it is advisable to check publication dates before ordering. For information write:

Pan American Union
19th Street and Constitution Avenue, N. W.
Washington, D. C. 20006

Also, teachers and students can receive a variety of materials from foreign governments through their embassies in the United States, their United Nations missions, and their tourist and information offices. These materials may include films, pamphlets, studies, reprints of speeches, fact sheets, and other publications.

VISUAL AIDS AND TEACHING UNITS

Although the number of visual aids is not large, there are some of a high quality available. Picture portfolios can be obtained from the Friendship Press and from Informative Classroom Picture Publishers, Inc. These sets contain pictures suitable for bulletin board displays and, together with an accompanying text, present an interesting coverage of the physical setting and contemporary activities in Latin America.

A depth study cross-media kit on Mexico can be obtained from International Communications Foundation, 870 Monterey Pass Road, Monterey Park, California, 91754. The kit contains pictorial, sound, and exhibit material including eleven sound-color filmstrips, records, forty Mexican artifacts (e.g., kitchen utensils, children's toys, musical instruments), and captioned study prints.

Also, the Life World Library is an excellent source for color photographs on Latin American civilization. Such materials are especially recommended for use with children who have difficulty reading at their assigned grade level.

At the present time there are very few good teaching units on Latin America that are commercially produced. Those that are available need to be examined carefully to determine if the suggested activities and information are appropriate for classroom use. For example, one such unit on Mexico for

the intermediate grades has numerous suggestions for art and handwork (e.g., making serapes out of unbleached cotton cloth decorated with crayon, drawing a Mexican flag, cutting out green paper cactus to decorate the room) all of which are supposed to contribute to an understanding and appreciation of the Mexican way of life. Other units currently available divide the study of South America into Torrid Zone Countries and Temperate Zone Countries, even though these terms have been discarded by geographers for some time.

However, the picture is not completely bleak. A recent publication edited by John Michaelis, Teaching Units in the Social Sciences, Grades V-VI (Chicago: Rand McNally and Company, 1966) has an excellent resource unit entitled "A Study of Life in Brazil." There are also some outstanding materials being written by various school districts throughout the country. Particularly noteworthy are those by the Educational Research Council of Greater Cleveland. Included in its recent publications are kindergarten materials on children in other lands (including a section, "Children in Mexico"), a series of first grade readers on Spanish explorers, and an area study of Latin America for the intermediate grades. Although there is some question of the advisability of studying explorers in Grade One when this topic is already well covered in existing intermediate textbooks, the Greater Cleveland

readers represent a welcome change from the traditional "Dick and Jane" fare offered to youngsters.

Also, several California school districts have developed good courses of study on Latin America for the intermediate grades, particularly Contra Costa County which develops generalizations from related social science disciplines in its unit organization.

FILMS AND FILMSTRIPS

Teachers will find the best source for individual film and filmstrip listings in the H. W. Wilson Educational Film Catalogue, with its monthly supplements. Catalogues describing a wide variety of audio-visual materials on Latin America for purchase can also be obtained by writing directly to the firms. A listing of firms appears in Bulletin No. 1 and No. 2 of the Latin American Curriculum Project (see Foreword).

Part II: Secondary Materials

As mentioned in the Foreword, a recent publication of the Latin American Curriculum Project entitled Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources (hereafter referred to as Teaching about Latin America in the Secondary School) provides a comprehensive listing of instructional materials for secondary social studies teachers. Therefore, this section will not attempt an extensive review of individual items but merely comment on each of the following categories: textbooks, supplementary books and pamphlets, current events media, and teaching units.

TEXTBOOKS

Two excellent studies provide the teacher with comprehensive analyses of textbook treatment of Latin America. They are:

American Council on Education. Latin America in School and College Teaching Materials. Washington, D. C., 1944.

Perrone, Vito. Image of Latin America: A Study of American School Textbooks and School Children, Grades Two Through Twelve. Marquette: Northern Michigan University, 1965.

The first reference, though dated, is a qualitative and quantitative study of the treatment of Latin America in textbooks over twenty years ago. Through its recommendations on what ought to be in texts about Latin America, this work gives solid criteria for examining current and future texts. The Perrone reference is in some ways a followup of the ACE study. Of particular interest to teachers would be Perrone's Chapter IV, "Secondary Textbooks," and Chapter V, "Test of Understanding Latin America."

Numerous possibilities exist for the inclusion of Latin America in the present social studies curriculum whose most common subject offerings are:

Grade Seven - world geography, history of home state, Old World backgrounds for United States history

Grade Eight - United States history

Grade Nine - civics, social living, vocational orientation and sometimes world geography or world history

Grade Ten - world history, world geography, world cultures

Grade Eleven - United States history

Grade Twelve - problems of democracy, American government, economics[1]

In the seventh grade, where the subject is often history of the home state, the southwestern states and Florida can include much about Latin America as background material, since these states were once a part of the Spanish empire, belonged to Mexico (excepting Florida), and have numerous Latin American cultural traditions. Sizable Latin American minorities live in these states, and more are still immigrating from Mexico and Cuba. By emphasizing the Latin American cultural influences on the state through place and geographic names, local architecture and contributions of Latin American peoples to the state's economy, the teacher could teach more about Latin America and guide pupils to a better understanding of their own state and local community. No attempt has been made to examine textbooks or curriculum guides on state and local history to determine the extent of their coverage of Latin America. It is known that several schools in Texas

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[1]Edwin R. Carr, The Social Studies. (New York: Center for Applied Research in Education, Inc., 1965), p. 7.

include extensive treatment of Latin America as part of Texas history, a required subject for the seventh grade.

One would not expect to find a thorough treatment of Latin America in junior high or senior high school United States history textbooks because United States-Latin American relations are only a part of United States history. World history and world geography textbooks give only a fragmentary treatment while civics textbooks barely mention Latin America. The following paragraphs give some indication of the quality and quantity of treatment which Latin America receives in secondary social studies textbooks.

A senior high "world civilization" or "Western civilization" textbook would naturally contain some material on Latin America as well as a treatment of Europe, Asia, Africa, Oceania, and North America. In the past, such history texts have concentrated their attention on the development of European civilization. Recent curriculum study projects, world events, and social scientists in non-European academic specialities have fostered a trend toward a more balanced treatment in world history textbooks. With all regions of the world vying for greater attention in a world history textbook, a simple addition of pages would result in a text too voluminous for effective use. Authors face the need to revise periodically world history textbooks to incorporate the new, widely accepted scholarly findings and interpretations

and to include more recent events in each successive edition.

To determine the adequacy of a textbook's treatment of Latin America, a world history teacher might examine how the following topics are treated:

Development of early civilizations (Are some comparisons made among early Chinese, Mesopotamian, Egyptian, Indian, Greek, Roman, Central American, Mexican, and Peruvian civilizations?)

Expansion of European civilizations (Are the Spanish and Portuguese Empires in Latin America presented as successful and long-lasting empires established by expanding European powers?)

Age of revolutions and growing nationalism (Are the Latin American republics' struggles for independence presented as an integral part of a movement evidenced in the United States, France, Germany, Russia, other countries of the world and continuing into the 1960's?)

Age of industrialization (Is Latin America presented as an area, like Asia, Africa and Oceania, which did not become highly industrialized but made beginnings during the nineteenth century and is now pressing to get out of the status of an underdeveloped region?)

Post World War II (Are the cooperative efforts of the Organization of American States and the Alliance for Progress treated as a part of world cooperative efforts and as a positive aspect of United States-Latin American relations?)

In a study of selected world history textbooks, Garner[2] reached these conclusions about their treatment of Latin America:

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[2]John M. Garner, The Treatment of Latin America in Selected Social Studies Textbooks, Master's Report, The University of Texas at Austin, 1967, pp. 63-64.

1. The majority of the texts examined focus on Latin America as an area of secondary importance to events in the United States and Western Europe.

2. The texts emphasize issues of conflict and diplomatic relations rather than key ideas associated with the development of Latin American civilization.

3. Textbook writers do not provide extensive treatment of topics such as the system of land tenure, the Roman Catholic Church in Latin America and the role of the caudillos.

4. For the period since 1945, textbooks fail to discuss significant Latin American names, dates and topics.

5. In some instances, the authors omit significant material or distort those topics presented.

World geography textbooks have much the same problems as those of world history. Many regions demand treatment in a world geography textbook. While texts have slighted Latin America in the past in favor of United States and European geography, the growing importance of other areas forces textbook authors to include more materials not only about Latin America, but also about Africa, Asia, the Soviet Union and Oceania. Rapid transportation and almost instant communication have shrunk the size of the world and increased pupils' knowledge of the world through the mass media. Like the world history textbooks, world geography texts must devote more space to world regions heretofore slighted. A country-by-country survey of the twenty Latin American republics would be too long, superficial, repetitious and boring. A more manageable approach would be to combine a general treatment

of the region as a whole with an in-depth study of one or two large, advanced Latin American countries (such as Argentina, Brazil or Mexico) and one or two smaller, less advanced countries (such as Ecuador, Paraguay or Peru).[3]

United States history textbooks for traditional junior and senior high courses contain some material on the colonization of Latin America and United States-Latin American relations. These texts have a section on Spanish and Portuguese discovery, exploration and colonization activities in the New World, but most textbooks fail to make adequate comparisons with similar activities in Anglo colonies and give little information about colonial Latin America after the period of exploration. The junior high teacher, particularly, will have to supplement most texts for an in-depth study of Latin American colonial institutions which have a profound effect even today.[4] Most textbooks do not evidence extensive treatment of the relations between the United States and Latin America during the latter's struggles for independence from Spain and Portugal.[5] Both levels of texts devote space to the Monroe Doctrine, but most of the junior high texts fail

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[3]American Council on Education. Latin America in School and College Materials (Washington, D. C., 1944), p. 247.

[4]Ibid., pp. 70-72.

[5]Perrone, Image of Latin America, p. 70.

to discuss the important role of the British navy in enforcing this doctrine until the latter part of the 19th century when the United States was powerful enough to enforce it. Textbooks slight Latin America during the period 1825 to 1890 (with the important exceptions of Anglo-American settlement of Texas and California and of the Mexican War) when the United States was expanding, fighting a civil war and industrializing. The constructive work of American entrepreneurs in Latin America and Latin America's failure to industrialize like the United States have not received the treatment warranted by their importance.

In most high school texts a study of United States-Latin American relations from 1890 to the 1930's receives adequate percentage-of-pages treatment. The greatest weaknesses in high school texts, which tend to concentrate on the United States during the twentieth century, are inadequate treatment of United States-Latin American relations during World War II and the United States' increased attention to Latin America, its problems and challenges, since the Cuban revolution. United States junior high and senior high school textbooks give more space to United States-Latin American conflicts than cooperative efforts; usually these texts give inadequate treatment of the Pan American movement. Both junior high and high school texts generally do not give enough emphasis to the cultural contributions of Latin America to

our Southwest nor to the presence of great numbers of Latin Americans from Mexico, Puerto Rico and other areas who are now United States citizens.

In the civics and "problems of democracy" texts for junior high or senior high pupils, one finds a paucity of materials. A cursory examination of the table of contents and index of these texts will show that few, if any, references are made to Latin America. A comparative study of Latin America's early establishments of universities and mission schools, of Chile's social security system, of Brazil's race relations, or of Latin America's regard for the family ties could do much to shed light on United States institutions and to negate an all too prevalent assumption that our Latin American neighbors are completely "backward."

The secondary textbooks discuss very briefly or omit an overview of the rich Latin American heritage in the plastic arts, music, education and literature. Many of the current texts, by their omissions, might lead pupils to the false assumption that such a heritage does not exist. Perhaps an intensive study of this aspect of Latin America's cultural heritage should be shared with other disciplines but social studies textbooks should not neglect their contribution.

No comment has been made of the secondary textbooks devoted only to Latin America. While authors are generally most sympathetic in their treatment of Latin America, they

may often lead the pupil to draw inferences which they did not intend. Authors of intermediate and secondary textbooks try to organize their chapters around broad geographical areas such as the Andean countries, the Caribbean countries, etc., to avoid the country-by-country approach. Texts try to bring out the cultural components of Latin American civilization which might explain certain historical, political and economic phenomena. This is an improvement over the findings of the ACE study of 1944.[6]

Even though textbooks remain the chief learning source for secondary pupils, fortunately other learning resources exist. The following subsections will examine other resource materials for teacher and pupil use.

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[6] American Council on Education, Latin America, p. 132.

SUPPLEMENTARY BOOKS AND PAMPHLETS

Teaching about Latin America in the Secondary School (see Foreword) will be of great help to the teacher in selecting supplementary books and pamphlets. The above guide contains a seven-page listing of books and pamphlets for grades seven through nine and a thirty-page listing for grades ten through twelve. Only an abbreviated sampling is given here.

For junior high Teaching about Latin America in the Secondary School lists the following series:

The American Republic Series. Department of Public Information, Pan American Union.
Commodity Series. Department of Public Information, Pan American Union.
Series for Young Americans. Department of Public Information, Pan American Union.
Lands and Peoples Series. Macmillan.
Portrait of Nations Series. Lippincott.
Today's World in Focus Series. Ginn and Company.

The guide also lists selected supplementary books on specific Latin American topics. Biographies of Latin American personalities and Latin American literature in translation are two areas in which listings are meager. Here lies a definite challenge for future authors to correct a literary deficiency at the junior high level.

For grades ten through twelve, Teaching about Latin America in the Secondary School lists the following series:

Background Notes. State Department publication, Superintendent of Documents, U. S. Government Printing Office.
Borzoi Books on Latin America. New York: Knopf.
The Caribbean Conference Series. A. Curtis Wilgus (ed.), University of Florida Press.
Latin American Studies. London: Oxford University Press.
Life World Library. Time, Inc.
Modern Nations in Historical Perspective. Prentice Hall.
Searchlight Books. Van Nostrand.
Visual Geography Series. Sterling.

As would be expected, the listing of books appropriate for senior high use is much longer than that for the junior high. A multi-discipline approach is quite possible with listings in the fields of history, political science, geography, economics and sociology. The dearth of available biographies, books on Latin American music and the plastic arts, literature in translation and anthropological studies, appropriate for high school use, is unfortunate. Two publications would be of help in guiding high school pupils' and schools' purchase of supplementary paperback materials:

Annual Paperbound Book Guide for High Schools. "A selective subject guide to over 6,500 inexpensive reprints and originals chosen especially for secondary use by 144 cooperating publishers. Issued from the office of Publishers' Weekly and Library Journal by R. R. Bowker Company, 1180 Avenue of the Americas, New York, N Y. 10036."[7]

Fleener, Charles J., and Steckinger, Ron L. The Guide to Latin American Paperback Literature. Gainesville: Center for Latin American Studies, University of Florida. Distributed gratis upon request.

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[7] 1967 Annual Paperbound Book Guide for High Schools. (New York: R. R. Bowker Company, 1967), titlepage.

Teaching about Latin America in the Secondary School

contains many suggestions for other resource materials:

Bibliographies and reference works
Books and pamphlets to aid in teaching about Latin America
Official sources of information
Secondary textbooks devoted exclusively to Latin America
Sources of free and inexpensive learning materials
Worktexts and pamphlets for the student
Appendix--contains the addresses of publishers and sources in the Secondary Annotated Guide.

Therefore, the teacher has a wide range from which to choose supplementary materials with the notable exceptions mentioned in the above paragraphs.

CURRENT EVENTS MEDIA

Probably the greatest difficulty the social studies teacher finds in presenting contemporary Latin American problems is locating up-to-date textbooks and supplementary materials. The current events media are helpful. But weaknesses are inherent in their use. Newspaper and news magazine articles and television and radio news coverages many times report only those sensational items such as natural disasters, governmental changes and economic problems. The Inter American Press Association does attempt to supply United States newspapers with Latin American newsworthy items other than those of a sensational nature.[8] Treatment of current events can reflect editorial bias, fuzzy ideas about Latin America or prejudice. The most recent or daily news coverages do not have adequate time or space to attempt analyses of current events. However, this drawback can be a definite asset for the social studies teacher. The current events media will be the "living textbooks" on which the future citizens will be basing their ideas, conversations and voting decisions. By using the current events media, the teacher can guide pupils to recognize colored words which may lead to improper

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[8]Mary A. Gardner, "The Inter American Press Association: A Brief History," Journalism Quarterly, Vol. XLII, No. 4, Autumn, 1965, p. 556.

analyses and faulty conclusions; the media serve not only as a means of keeping abreast with current events about Latin America, but as a tool for learning about propagandizing versus objective reporting and analyzing.

Current events items gleaned from newspapers, weekly news magazines, television newscasts and specials and radio news broadcasts need to be structured. The teacher might center current events projects for a class, a group of pupils or an individual pupil around such topics as: a specific country, a specific Latin American geographical region, urbanization, United States-Latin American relations, economic problems, the Alliance for Progress, difficulties of developing human and natural resources, demographic growth, governmental changes, education, cultural contributions, etc. Such a list could be quite extensive, but the above will suffice to illustrate some of the possibilities.

Another point as important as focusing a study of current events on a specific topic is the need to extend the time for this exploration over a longer period, for six weeks, a semester, or a school year. Such an approach allows the pupil to develop an in-depth understanding of a particular Latin American current events topic.

Besides newspapers, magazines, the television and radio, other supplementary materials for learning about Latin America

include phonograph records and tapes of Latin American music, maps and pictures. Certain national magazines contain beautiful pictures which, when explored objectively for unintentional bias, can explain more than pages of written materials. Special care should be taken in the use of pictures, for the pupil might draw the erroneous conclusion that a certain picture is representative of the majority situation in a specific country. Photographs often stress only the picturesque and thereby lead to pupils' misunderstanding. The teacher may wish to keep a file of current events transparencies on pertinent Latin American subjects for the overhead projector. Wall and desk maps of Latin America do not become dated as quickly as those of Africa. Used in conjunction with other materials and current events studies, maps can serve to increase a pupil's map-reading skills and conceptualizations of distances and of inter-relatedness among man, environment and events.

Current events weeklies for use in the secondary schools contain frequent articles on Latin America. Since these articles are written somewhat after the event, the authors have more time to reflect on the importance of a given event and to eliminate extraneous information, an advantage which newspaper reporters do not have. These articles appearing in secondary social studies weeklies can serve as the material

for building up a file of classroom sets of tear sheets for future use at a more appropriate time. Of course, these files of tear sheets should be reviewed periodically and "weeded out."

TEACHING UNITS

In designing curriculum guides or units with sections on Latin America, the teacher can obtain help from several sources. The California social studies curriculum includes an extensive study of Latin America at the sixth grade level. Many of the materials and approaches of these guides would be applicable to the junior high level. Here are a few which the teacher might consult:

Contra Costa County, California, Grade 3, A Study in Comparative Communities and Grade 6, Latin America, Social Studies Guides.
Los Angeles, California City Schools, Mexico, 1959.
Palo Alto, California Unified School District, Hispanic America, a Social Studies Guide for Sixth Grade, 1962.

The New York State Department of Education, Bureau of Secondary Curriculum Development, Albany, New York, has a series of social studies syllabi for the study of world cultures, which provide helpful suggestions for the development of units on Latin America. The Greater Cleveland Social Science Program, Latin America, Area Study 3, designed for the sixth grade, is another example of an in-depth unit on Latin America.

Other sources of teaching units include:

Fideler Visual Teaching. Informative Classroom Picture Publishers, Inc.
World Book Encyclopedia Teaching Units. Field Enterprises Educational Corporation.
Phillips, Lou A. Understanding Latin America. Pan American World Airways, 1965.

FILMS AND FILMSTRIPS

(See comment on page 19.)

Part III: A Selected Bibliography for the Teacher

As with the films and filmstrips, a comprehensive listing of source books for the teacher is outside the limitations of this bulletin. The teacher should refer to Teaching about Latin America in the Secondary School, bibliographies to be found at the end of each article in The Social Scientists Look at Latin America: Six Position Papers, Bulletin No. 3 (1967), Latin American Curriculum Project, and Intercom, "Handbook on Latin America," VIII, No. 5 (September-October, 1966), published by the Foreign Policy Association.

Despite the many educational materials on Latin America which are currently available, the focal point of good instruction remains the well-informed enthusiastic teacher. Since the demands of classroom activities often leave the teacher little time for subject-matter research, the following brief selected bibliography is presented to help teachers who need to improve their own knowledge on Latin America before working with their pupils. All these books are highly recommended as teacher resource materials for an elementary or secondary school library. They can be used profitably by advanced students as well.

General Works:

Alexander, Robert J., Today's Latin America. Doubleday and Company, 1962. General discussion of social, economic, and political conditions in contemporary Latin America.

Fagg, John Edwin, Latin America: A General Survey. Macmillan, 1963. A historical narrative with extensive treatment of the Colonial period, the Wars of Independence, and the twentieth century. One third of the book is devoted to an analysis of contemporary Latin America.

Gunther, John, Inside South America. Harper and Row, 1966. Describes each country of South America through a series of national profiles, and analyzes problems common to the continent as a whole--revolution, land reform, urbanization, industrialization, international relations, the Communist position.

Silvert, Kalman H., The Conflict Society: Reaction and Revolution in Latin America. American Universities Field Staff, Inc., rev. ed., 1966. A book which demolishes a good many stereotypes of Latin America so as to enable the layman to see Latin America as it is and as it might be.

Szulc, Tad, The Winds of Revolution: Latin America Today and Tomorrow. Praeger, 1965. Discussion of the political, economic, and social scene in Latin America today, focusing on revolutionary and nationalistic trends. Also examined are the impact of the Cuban Revolution and possible effects of the Alliance for Progress.

Culture and Society:

Arciniegas, Germán, Latin America: A Cultural History. Trans. by Joan MacLean. Knopf, 1967. Well-written panoramic history of the intellectual, artistic, and cultural achievements in Latin America from pre-Columbian times to the present.

Clissold, Stephen, Latin America, A Cultural Outline. Harper and Row, 1966. A survey which examines the Latin American outlook on life, beginning with the Indian mind and terminating with the mestizo culture of the modern republics.

Harris, Marvin, Patterns of Race in the Americas. Walker and Company, 1964. A well-documented study of the evolution of race relations in Latin America and how they differ from those of North America.

Lewis, Oscar, Children of Sánchez. Random House, 1961. A study of life in the slums of Mexico City, compiled from interviews and conversations with the residents.

Tannenbaum, Frank, Ten Keys to Latin America. Knopf, 1962. An introduction to the culture and significant institutions of Latin America.

Economics:

Benham, F. and Holley, H. A., A Short Introduction to the Economy of Latin America. Oxford University Press, 1961. Surveys Latin America topically: population, agriculture, minerals, transport and power, manufacturing, and international trade.

Geography:

James, Preston, Latin America, 3rd edition. Odyssey Press, 1959. A general survey of the geography of the countries of Latin America. One of the most authoritative books on this subject.

History:

Díaz, Bernal, The Conquest of New Spain. Trans. by J. M. Cohen. Penguin, 1963. An eye-witness account of the conquest written by a foot soldier in Cortes' army. A remarkable personal and historical document.

Pendle, George, A History of Latin America. Penguin, 1963. A brief survey of Latin American history, with special attention to events and characteristics which will aid the reader in understanding what is happening in Latin America today.

Vaillant, George, Aztecs of Mexico. Doubleday, rev. ed., 1962. One of the best books on the indigenous civilizations, updated and well-written.

Politics; United States Relations:

Johnson, John L., Political Change in Latin America: The Emergence of the Middle Sectors. Stanford University Press, 1965. A study of Latin America's rising urban middle class and its influence on decision-making at the national level.

Lieuwen, Edwin, U. S. Policy in Latin America: A Short History. Praeger, 1965. A historical narrative concerning the salient features of the policies of the United States toward Latin American governments, with special emphasis on the twentieth century.